

# **Bloomsburg University Strategic Plan**

## ***Impact 2015: Building on the Past, Leading for the Future***

### **2011 Presidential Strategic Planning Grant Recipients Progress Reports**

1. **Ned Greene**, Physics: University Photovoltaic Solar Array and Educational Demonstration Site. \$5,000.

2011 Margin of Excellence  
and  
2011 President's Strategic Planning Grant

#### FINAL REPORT (MARCH 2012)

Project Title: Bloomsburg University Photovoltaic Solar Array and Educational Demonstration Site

Margin of Excellence Grant: \$10,000 (awarded May 31, 2011, expires February 28, 2012)

President's Fund Grant: \$5,000 (awarded May 11, 2011, expires September 30, 2012)

Project Directors:

Jeff Brunskill, Associate Professor, Department of Geography & Geosciences

Nathaniel Greene, Professor, Department of Physics & Engineering Technology

#### ORIGINAL PROJECT ABSTRACT

Funds are requested to develop a photovoltaic solar power system and interdisciplinary educational demonstration site on the Bloomsburg University campus near Ben Franklin Hall. The three primary objectives of the project are to (1) increase the presence of renewable energy technologies on campus and reduce the university's carbon footprint, (2) increase institutional knowledge of the benefits and limitations of existing renewable energy technologies, and (3) provide students with a tangible opportunity to learn about solar energy production. The proposed project directly addresses action items listed under strategic issues 1, 2 and 4 in the university's Impact 2015 strategic plan. Requested funds will be combined with other grants to install a 3-4 kilowatt, grid-tied photovoltaic array on lower campus in 2011 and then to develop an innovative educational support infrastructure including a digital information kiosk and webpage that will be built in 2012.

#### PROJECT ACCOMPLISHMENTS

##### ▪ Solar Array Installed

On January 6, 2012, construction was completed on a 14-panel, 3.15-kW solar array located on the south-facing slope next to Ben Franklin Hall (Fig. 1). Electrical power from the array is fed into the electrical grid via the nearby Ben Franklin mechanical room. Professors Brunskill and Greene conducted the initial feasibility study, and Professional Engineer Emil Mikle of the Bloomsburg University Office of Planning and Construction coordinated the bidding process among vendors. The installation contract was awarded to Mariano Construction, Inc. (MCI) of Bloomsburg for \$14,500. The contract was amended to include an additional \$490 for solar panel upgrades (1) and \$4,520 for a new electrical panel and transformer that will permit a future six-fold expansion of the array size.

To reduce the contracted cost, BU used its Grounds crew to dig trenches, install electrical conduit, and build the stone base surrounding the array. MCI poured the concrete footers, assembled the

array support frame, and installed the solar panels. In addition, MCI completed all electrical wiring, including the inverters, disconnect box, service panel, and transformer.



Figure 1: Newly installed 14-panel solar array, with Ben Franklin Hall and Hartline Science Center in the background (left and right, respectively).

- Website with Real-Time Data

Real-time power and energy data from the solar array are displayed to the public on a new webpage that is accessible from the BU Green Campus Initiative homepage:

<http://organizations.bloomu.edu/gci/SolarArray.htm>

Screenshots of the solar array webpage, taken on March 7, 2012 at 12:35 PM, are shown in Figures 2 and 3. The embedded solar array data come from the inverter manufacturer, Enphase Energy, Inc. of Petaluma, CA. Each of our 14 solar panels communicates to Enphase via its own DC-to-AC microinverter. Webpage visitors can interact with the Enphase software to view each solar panel's real-time output and retrospective power-versus-time graphs. The data are archived over the lifetime of the system.

1 The original specification of 235 watts per panel was upgraded to 255 watts.

# Bloomsburg University Solar Array

[MAIN PAGE](#) • [DESIGN/DEVELOPMENT](#) • [ARRAY SPECIFICATIONS](#) • [DATA DOWNLOAD](#) • [IMAGE GALLERY](#)

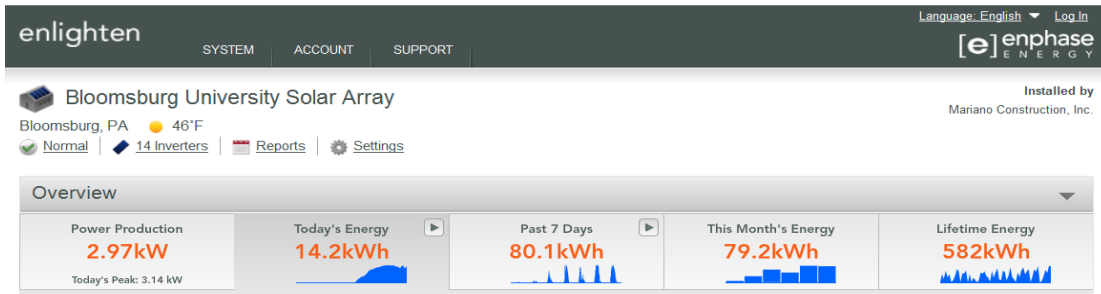


Figure 2: BU webpage displaying real-time power and energy data for our solar array. At the moment shown, with the sunlight attenuated by a thin cloud, the array was producing 2.97 kilowatts of power, or 94% of its maximum output. Figure 3 shows a one-week series of power-versus-time thumbnail graphs for the BU solar array. The accrued environmental benefits of the solar array are also displayed, in terms of carbon dioxide reduction and its equivalent tree growth. (2)

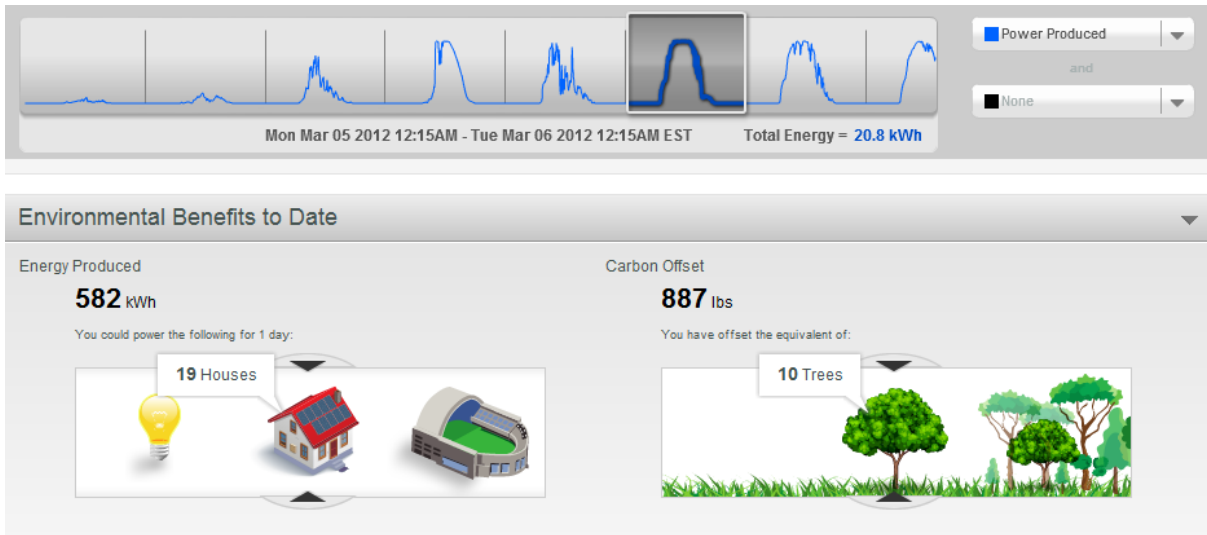


Figure 3: Power graphs and environmental benefits are displayed by the Enphase Energy program embedded within the new BU webpage.

- Dissemination of Solar Array Information

In its first semester of operation, the BU solar array is already being used as an alternative energy case study in the following courses, which serve over 1000 combined students per year:

2 A “tree” assumes 10 years of growth of a typical urban sapling (<http://www.epa.gov/cleanenergy/energy-resources/refs.html>)

PHYSICS 105 Energy: Sources and Environmental Effects

GEOG 105: Environmental Issues and Choices

GEOSCI 255: Meteorology

For example, Dr. Saeed Ahmad, who teaches one section of the physics course, has downloaded raw data (in Excel format) from our solar array for student assignments.

Information about BU’s solar project is also starting to reach the wider community. Nathan Conroy, Assistant Director of Alumni Affairs, has prepared a factsheet about the solar array for campus tour guides (Husky Ambassadors). The first alumni tours of the array occurred in conjunction with the College of Science and Technology Career Day on March 2, 2012. Two visiting teachers from the Columbia-Montour Area Vo-Tech School were also briefed on the system, and the array was featured in a presentation to the Berwick Rotary Club.<sup>3</sup>

- Grant for Energy Education Kiosk

The original project abstract set a goal to include innovative educational support infrastructure including a digital information kiosk. To fund this broader goal, Drs. Brunskill and Greene sought and received \$39,900 of outside funding from Constellation Energy (E2 Energy to Educate grant) in November 2011. Bloomsburg University was one of only 14 awardees nationally. The funds will be used in 2012 and 2013 to construct a steel-and-glass structure that houses a touchscreen kiosk. A combination of in-house and commercial energy education software will run on the kiosk. One function will allow users to manipulate the orientation of a solar panel on a two-axis, motor-driven mount.

- Sustainability

The energy generated by the BU solar array is eligible for Solar Renewable Energy Credits (SRECs) and also defrays electrical utility costs. These two benefits amount to approximately \$900 per year.<sup>4</sup> The solar array investment of \$20,000 (see budget) will thus achieve simple payback in 22 years. The system panels and micro inverters are warranted by the manufacturers for 25 years with little or no maintenance. Hence, in the long term, the solar array is expected to pay for itself.

<sup>3</sup> “Bloomsburg University Green Projects,” presented at Berwick Rotary Club by Nathaniel Greene, February 23, 2012.

4 Assuming an average of 12.3 kWh generated per day at \$0.10 per kWh and an SREC value of \$100 per credit (1000 kW)

### SOLAR ARRAY BUDGET

▪ Expenses

|  |          |
|--|----------|
| Solar array hardware and installation (5)    | \$14,500 |
| Solar panel upgrade (6)                      | \$ 490   |
| Electrical service panel and transformer (7) | \$ 4,520 |
| Consulting fee (8)                           | \$ 60    |
| Signage (9)                                  | \$ 430   |
| TOTAL  | \$20,000 |

▪ Funding

|   |          |
|---|----------|
| 2011 Margin of Excellence grant           | \$10,000 |
| 2011 President's Strategic Planning grant | \$ 5,000 |
| Green Campus Initiative contribution      | \$ 1,000 |
| Academic Affairs contribution             | \$ 4,000 |
| TOTAL                                     | \$20,000 |

5 Contract with Mariano Construction, Inc.

6 SunivaOptimus 235 upgraded to Optimus 255

7 A 150-amp panel and 45-kVA transformer are dedicated to the solar project and can accommodate a six-fold expansion of the solar array, covering most of the south slope next to Ben Franklin Hall.

8 Macslab.com calculation of optimal year-round array tilt angle.

9 This expense is pending sign approval by the BU Space and Facilities Committee

2. **Julie Kontos**, Interim Dean-Liberal Arts: The Center for Visual and Performing Arts  
President's Strategic Planning Grant 2011 – Final Report  
The College of Liberal Arts' Center for Visual and Performing Arts

1. *The plan going into the grant:* Create a destination for the arts in downtown Bloomsburg featuring the talents of BU students and faculty from the departments of Art, English, Music, Theatre and Dance. Ultimately, the goal is to secure a permanent location housing both the Center for Visual and Performing Arts (CVPA) and a Visual and Performing Arts Living and Learning Community (LLC).

2. *Accomplishments made on the project:* The CVPA secures a temporary home in the Moose Exchange Building in downtown Bloomsburg and begins an impressive schedule of performances featuring the amazing talents of BU students. The following events were held at the Exchange during the 2011-2012 academic year:

*November:* Dr. Tracey Schmidt-Jaynes, Flute & Prof. Matt Slotkin, Guitar

*February:* Literary Readings, A Taste of the Arts, and V-Day 2012

*March:* Big Band & Swing Dance (Featuring the BU Jazz Ensemble, Dr. Stephen Clickard, Conductor, Prof. Julie Petry & Student Richard Leone, Dance Instructors)

*April:* Personal Adornment Day and Makeup Extravaganza

a. *Current Status:* The schedule of events for the 2012-2013 academic year is being finalized. Discussions are occurring concerning the formation of the LLC and securing property to house the CVPA and LLC.

3. *How the grant money was spent:* The total amount of the grant was \$14,985.00. As proposed, the bulk of the money was spent on a 3-year lease for the Moose Exchange building, with the balance of the money going toward promotion of the events scheduled at the Moose (i.e., posters and newspaper ads).

4. *Highlights of the project:* The CVPA's showcase event in February, "A Taste of the Arts" was a major success. For three hours, BU students presented musical acts, theatre presentations, dance performances, art demonstrations, poetry readings, and scholarly presentations. Hundreds of students, faculty, staff, and townspeople enjoyed an amazing afternoon. Plans are underway to make this an annual event, with special funding being set aside by the University and College of Liberal Arts.

a. *Difficulties encountered:* We need more money! It is rather impressive that the majority of the events were accomplished with a scarcity of funding. Based on the success of the events, it would be great to be able to have more permanent funding guaranteed for the CVPA. It also would be great to partner more actively with the Development and Advancement Office in order to help secure a permanent location for the CVPA and to make potential donors aware of this fantastic opportunity.

5. *Student contributions to the project:* Maximal! With the exception of the first performance by two faculty in the Music department, BU students were the talent for all events sponsored by the CVPA!

6. *Likelihood for continuation of project and how this will be achieved:* In light of the huge success of "The Taste of the Arts", it is highly likely that this event in particular will become an annual tradition. With the involvement of the Development and Advancement areas, it is hoped that at least by 2015, we will have a permanent location secured, a healthy LLC in place, and revenue streams identified to allow not only the continuation of this project, but its growth.

3. *George Kinzel*, Assistant Director, Residence Life: Start Fresh or Fresh Start.

FRESH Start Summary Report  
Submitted by: Mr. George Kinzel,  
Assistant Director of Residence Life



The mission of “FRESH Start” was to provide a first year residential program designed to allow students to develop skill building tools leading to their success both in and out of the classroom. Participants were provided with opportunities to increase cognitive skills as they navigated the first year challenges while encouraging them to be active community members and global citizens. Student engagement through shared experience is critical to intellectual and personal development, and it connects the work of Academic and Student Affairs to student learning and success. The FRESH Start program educated students about making good choices, informed them of campus and community resources and motivated them to become active members of the community. Our objective was to have these first year students, who were engaged in the series, develop the necessary skill sets to become self-directed learners and persist to graduation. Recruitment of students to participate in the FRESH Start program began in the Summer of 2011 with email invitations and committee representatives speaking about it during July Orientation Days. We also had a table at the Activities Fair during Welcome Back Weekend and trained Community Assistant Staff in the targeted residence halls of Lycoming and Elwell about the goals & objectives of the series so they could assist with recruitment as well. All skill building workshops were open to the general student body of Bloomsburg University and free of charge. All workshops and events took place on the campus of Bloomsburg University.

The following topics & skill sets were covered in various workshops offered in the Fall semester:

- Academic Engagement & Exploration
- Study Skills
- Test Taking Skills
- Note Taking Skills
- How to Avoid Procrastination
- Exploring Career Options
- Declaring a Major/Minor
- Study Abroad Opportunities
- The Value of a Peer and/or Faculty Staff Mentor
- Resume Writing & Interviewing

Anxiety & Conflict Management

- Coping skills as students deal with various transitions
- Stress Management skills
- Communication skills with others (in person, on line, in writing, non-verbal, etc...)
- Mediation skills
- Identification of University resources available to support them
- Interpersonal Skills & sensitivity towards others
- Relationship building skills

Financial Management

- Budget Management skills
- Balancing employment, academics, social and personal life
- Loans, Scholarships and Credit Card Debt
- Maximizing one's Dining Dollars experience

- Diversity & Multiculturalism
- Understanding differences amongst others and the value of them in our society
- Campus resources/events to promote acceptance, tolerance and celebration
- Non-discrimination messaging regarding gender, religion, race, ethnicity, sexual orientation, national origin, disability, class, etc.
- Cross-socialization of student organizations and common missions

#### Health & Wellness

- Alcohol & Drug education
- Smoking, Caffeine & Natural Highs
- Sleeping patterns
- Establishing a Balanced Eating diet
- Effective exercising and use of Recreational resources
- Illness prevention and resources
- Sexual Awareness, testing and resources
- Dealing with Burnout

#### Student Leadership Development

- Leadership skills
- Facilitation skills
- Community service work and collaboration with others
- Teamwork
- Event Planning
- Motivating Self and Others to get involved
- Ethics & Civic Engagement
- Use of social media
- Marketing Skills
- Goal setting and De-briefing processes

FRESH Start workshops and events were led by a variety of educational professionals including representative from Student Affairs Divisions, Academic Affairs and local community officials. Attendance at workshops varied from 5 – 200 depending on the topic interest and date/time/location that it was offered. Evaluations of each session were administered at the completion of the session

#### Overall Summary of Success

The implementation of the FRESH Start pilot program has had initial success, meeting many of the goals and objectives the committee had established for the series. During the first eight weeks of the fall semester, students were welcomed to the Bloomsburg University campus community through a series of activities and programs orienting them to services, resources and staff who were available to help with both their developmental and academic growth. These programs targeted the transitional challenges for their first year experience. They were provided with a wide variety of opportunities to master valuable skill sets which included effective communication, problem-solving, listening, time management, stress management, leadership, teamwork, money management, relationships, note-taking, studying, test-taking, critical thinking, public speaking, and resume writing. In addition, cultural awareness, community involvement, academic engagement, understanding of social responsibility regarding one's actions and cross socialization amongst their peers was encouraged and supported through a variety of recreational opportunities. FRESH Start provided a platform for various university departments and services to unite together in common purpose to serve the needs of our incoming students. The collaborative work opened doors for a healthy exchange of resources and support offered to this group. The ability to network with

colleagues to gather information and create workshops and events that could help students learn valuable cognitive skills while participating in enjoyable sessions seemed to offer rich and rewarding experiences. Many of these Student Affairs and Academic connections continue, even after the conclusion of FRESH Start series.

### Ways to Improve as We Move Forward

Our pilot for the FRESH Start series began in Fall 2011. The value of offering this type of program to first year students on our campus allowed us a very good opportunity to see both the opportunities this type of series can offer to a segment of our students, but also illustrated some of the challenges associated with collaborative efforts when delivering effective skill building workshops. It was originally designed to target undeclared students, but as recruitment for the program progressed and new students became familiar with the new initiative, more wanted to be involved who were not in the target population. At that time, a decision was made to accept an expanded, more eclectic population. In reflection, that decision, to not stay within the original target population, compromised some of the original focus and goals. In the future we would move back in the direction of our targeted student population (Undeclared students, Returning Summer Students). By doing so, it would allow us to develop a more focused programmatic effort in a smaller community environment. One idea currently under consideration would be to establish a Living Learning Community for Undeclared Students and offer the FRESH Start program to students as a skill series outside of the classroom. Students would reside in the same facility, perhaps share core classes and build stronger connections and guidance while exploring options of different academic majors and put to practice those cognitive skill sets learned.

Advertising for the workshops and events conducted during the 8 weeks were initially done via brochures, handouts, Today page announcements and emails to registered students. If FRESH Start students are housed in one facility, this would allow us to better utilize their living area for updates/communication about events, meetings and workshops. The other component of the series that we would consider revising is defining the balance between what participants would be required to attend and what would be optional. All workshops during this pilot year were optional, primarily because students were living in many areas of campus and there was recognition that class schedules would create some time conflicts. However, with a smaller group of targeted students, perhaps on similar academic tracks, we will consider defining a certain amount of workshops as mandatory for all participants and then allow them to voluntarily attend others as deemed appropriate.

Another suggestion is to identify ways to better connect some faculty with the series who perhaps may even have some of the FRESH Start students in their courses. The personal connection with a known faculty member and a Student Affairs staff person would create a better union for these students. The combination of mentoring or group follow-up meetings to process their living/learning environment with trusted staff offering support networks both in the classroom and in the hall would help to create a seamless learning environment.

As with other Learning Communities, it would be beneficial to bring all FRESH Start students back a few days early to move in and attend activities focused on community building, meeting participating faculty and professional staff and participate in a Quest teambuilding experience. The intent of these activities is to set a defined level of community expectations and create a more comfortable social environment.

At the conclusion of the FRESH Start skill building series, it would be advantageous to sponsor a closing event/banquet to bring all participants & mentors together, recognize accomplishments and reaffirm the goals of the program as they move further into the semester and their first year.



5. **Scott C. Lowe**, Chair Philosophy Department: Institute for Applied and Popular Philosophy  
Our SPARC grant was used this year in support of the initial public lecture of the Center for Applied and Popular Philosophy. On April 23, 2012, Prof. Garry Hagberg, James H. Ottoway Jr. Professor of Philosophy and Aesthetics at Bard College, and guitarist for the Atlantic Jazz Trio, gave his talk, "Playing as One: Group Improvisation and Collective Intention". Earlier in the day, Prof. Hagberg had presented a workshop to BU Music students. From that group he recruited a bassist, rhythm guitarist, and saxophonist, so we had a jazz quartet available to play together and illustrate the group improvisation and collective intention that was the subject of Prof. Hagberg's talk. Over 100 people attended the talk and exit surveys were collected. Prof. Hagberg's talk was also supported by \$1500 grant from the COLA Special Initiatives fund; \$144.80 was used from the SPARC fund to pay for refreshments.

In the coming academic year we hope to sponsor three talks by BU faculty, as well as one by an invited speaker. The cost of advertising and refreshments for the in house talks will be covered exclusively by the SPARC grant. We will again seek additional funding from another source to help support the costs of inviting an outside speaker.

6. **Cynthia Venn**, Assoc. Professor, Geography and Geosciences: Center for Earth and Environmental Sciences.

**Progress Report for Presidential Strategic Planning Grant: Center for Earth and Environmental Studies**

**Project Dates: May 15, 2011-May14, 2013**

**Project Coordinators: Dr. Cynthia Venn & Dr. Jennifer Whisner, Geography & Geosciences**

**Original Plan:**

1. To develop a web portal to connect various groups on campus and in the larger community to provide an information center about the various facets of environmental studies being performed on campus and in the local and regional area and to facilitate communication among those groups working on environmental projects
2. To prepare a new generation of environmental scientists through a service-research experience by a) increasing the number of students involved in student research by funding 1 student in summer 2011 and 2 students in summer 2012 and b) attracting and retaining student sin the environmental sciences.

**Accomplishments, Current Status, and Highlights:**

The website development is ongoing and we hope to have the prototype up sometime during fall2012. Dr. Whisner has been spearheading that effort with the help of a part-time student worker, Nicole Burfiend. They have designed the structure and webpages and are developing a structure that will allow information and links to be easily posted. Just before the start of fall 2011, grant money was used to help fund the Geography and Geosciences "Boot Camp," which included the Quest High Ropes course followed by an orienteering course and then overnight camping at Frances Slocum State Park, and geology field trips the next day through the Wyoming Valley. As expected, the experience fostered camaraderie among the students and enthusiasm for

environmental studies that continued through the academic year. Due to the repeated successful outcomes of “Boot Camp”, we expect it to be a self-sustaining activity for years to come. By the time the funding was awarded in May 2011, it was too late to recruit an additional student to the team of 5 undergraduates already in place and funded by the Susquehanna River Heartland Coalition for Environmental Studies (SRHCES) and by the Department of Chemistry and Biochemistry to do research on water quality in the Susquehanna River Drainage Basin. The funding for the one summer student was therefore used to fund two undergraduates to work part-time throughout this academic year in cooperation with the Briar Creek Watershed Alliance, doing biweekly sampling of ten sites in the Briar Creek watershed and subsequent chemical analyses. Although we were able to pay only two students, a third was so interested that he volunteered for the project, demonstrating just the sort of enthusiasm we hoped to promote via this grant. This project is continuing through the summer of 2012, funded by the SRHCES, and the students will present the results at local, regional and national venues. One undergraduate and one recent graduate (full-time and half-time, respectively) are funded by this grant in Summer 2012: the first to study the water chemistry and structural geology of Alexander Caverns near Milroy, PA, in cooperation with the Bald Eagle Grotto, who are very interested in her findings, and the latter to work with the 5 students we have in the lab on summer projects and to synthesize the 3 years of data we have on water quality in the Susquehanna River to deliver to the SRHCES.

#### **Grant Money, Difficulties and Adjustments:**

Grant expenditures are appended at the end of this report.\*We have had to make some adjustments in the initial projected expenditures in addition to those outlined above. Our successful team-building activities cost less than expected, and we are using the left-over monies to reach out to regional high school students through the TRiO/Upward Bound Program. The remaining half salary (\$1500) will be used to fund undergraduates in the summer 2012 and the next academic year both in this effort and in service-research. Any monies left over from the 2012 “Boot Camp” will be used to continue the outreach efforts. For the 2012-2013 academic year, the Presidential Strategic Initiative Grant will help fund interactions between Geography and Geosciences faculty and students and area high school students. During summer 2012, Dr. Whisner, an undergraduate geosciences major, and a new graduate will co-teach an enrichment course for students from nine area high schools who are participants in Bloomsburg University’s residential Upward Bound Summer Academy. Students who choose this course as an elective will be exposed to natural disaster-related geosciences concepts, possible new career paths, and positive female science role models. In addition, Dr. Whisner and a group of geosciences majors will lead a field trip for the entire group on which we will discuss environmental issues specific to this area. Following this model through fall 2012 and spring 2013, Dr. Whisner and Geosciences majors will travel to one of the TRiO/Upward bound school each month to develop connections among the high school students, area watershed groups, and the University.

#### **Sustainability:**

The Center for Earth and Environmental Studies (CEES) clearinghouse website should be sustainable, once it is completed. Our student programmer has been working on a user-friendly, non-technical interface for making updates and changes to the website, so we plan on having one of the department student workers be the webmaster. If our plan to build connections between area high school students and local watershed groups is successful, and if we can 1) establish a protocol for sampling and 2) raise funds for sampling and analysis equipment, we would like the high school students to start contributing to their communities through citizen science – periodic, regular sampling of degraded streams, and publication of those data to the CEES website! We envision

future EGGS majors, perhaps associated with department student groups, assisting the high school students with sample collection, analysis, and QA/QC. This activity could partially fulfill the new general education requirement for responsible citizenship as a co-curricular learning experience, and would allow students to earn credit for a professionally interesting and personally fulfilling experience. If this seems promising, and sufficient hours are involved, the department will propose this as a recurring activity for approval and assessment for GEPs. If the time commitment is insufficient, then we will provide activity information and verification signatures so students can catalog this experience on a co-curricular transcript through the SOLVE office. For this plan to be sustainable over the long term, we will need to find a means by which faculty can be compensated for at least some of the many hours invested in this project. We plan to seek outside funding to make this possible.

**\*Center for Earth and Environmental Sciences**

**Award Information**

Private mount:  
 \$14,000.00  
 Fund: 1012120001  
 WBS: **1012120112**  
 Start Date: 5/15/2011  
 End Date: 5/14/2013  
 Extension :  
 Project Director: Cindy  
 Venn

**Budget**

|                               | Quest                       | Student wages<br>webpage | Student<br>research wages | Total<br>Budget               |
|-------------------------------|-----------------------------|--------------------------|---------------------------|-------------------------------|
| <b>Original Budget</b>        | <b>2,000.00</b><br>9,000.00 | <b>3,000.00</b>          |                           | 14,000.00<br>0<br>-<br>-<br>- |
| <b>Adjusted Budget Totals</b> | <b>2,000.00</b>             | <b>3,000.00</b>          | <b>9,000.00</b>           | <b>14,000.00</b>              |

**Activity**

| Date<br>Paid/<br>Posted | Doc<br>#/Chec<br>k | Description | Account | Quest | Student wages<br>webpage | Student<br>research wages | Total | 425100<br>Private<br>Revenue | Available<br>Balance |
|-------------------------|--------------------|-------------|---------|-------|--------------------------|---------------------------|-------|------------------------------|----------------------|
|-------------------------|--------------------|-------------|---------|-------|--------------------------|---------------------------|-------|------------------------------|----------------------|

|   |  |                 |                 |                 |                 |                  |  |                 |
|---|--|-----------------|-----------------|-----------------|-----------------|------------------|--|-----------------|
|   |  |                 |                 |                 |                 |                  |  | 0.00            |
|   |  |                 |                 |                 |                 |                  |  | 0.00            |
| 5/1/2011  | Transferinfunds                        |                 |                 | -               |                 |                  |  | 14,000.         |
| 9/21/2011   | Quest                                  | 270.00          |                 | 270.0           |                 |                  |  | 13,730.         |
| 10/21/2011  | Pavrolending10/21/2011, paid11/4/2011  |                 |                 |                 |                 |                  |  | 13,730.         |
|   | CaitlinHeller                          |                 |                 | 31.8            |                 |                  |  | 13,698.         |
|   | SamathaPfister                         |                 |                 | 91.8            |                 |                  |  | 13,606.         |
|   | NicoleBurfeind                         | 127.51          |                 | 127.5           |                 |                  |  | 13,478.         |
| 11/4/2011   | Pavrolending11/4/2011, paid11/18/2011  |                 |                 |                 |                 |                  |  | 13,478.         |
|   | CaitlinHeller                          |                 |                 | 120.0           |                 |                  |  | 13,358.         |
|   | SamathaPfister                         |                 |                 | 48.7            |                 |                  |  | 13,309.         |
|   | NicoleBurfeind                         | 163.13          |                 | 163.1           |                 |                  |  | 13,146.         |
| 11/18/2011  | pavrolending11/18/2011, paid12/2/2011  |                 |                 |                 |                 |                  |  | 13,146.         |
|   | CaitlinHeller                          |                 |                 | 43.1            |                 |                  |  | 13,103.         |
|   | SamathaPfister                         |                 |                 | 46.8            |                 |                  |  | 13,056.         |
|   | NicoleBurfeind                         | 90.00           |                 | 90.0            |                 |                  |  | 12,966.         |
| 12/2/2011   | Pavrolending12/2/2011, paid12/16/2011  |                 |                 |                 |                 |                  |  | 12,966.         |
|   | CaitlinHeller                          |                 |                 | 80.6            |                 |                  |  | 12,886.         |
|   | SamathaPfister                         |                 |                 | 41.2            |                 |                  |  | 12,844.         |
|   | NicoleBurfeind                         | 45.00           |                 | 45.0            |                 |                  |  | 12,799.         |
| 12/16/2011  | Pavrolending12/16/2011, paid12/30/2011 |                 |                 |                 |                 |                  |  | 12,799.         |
|   | CaitlinHeller                          |                 |                 | 150.0           |                 |                  |  | 12,649.         |
|   | SamathaPfister                         |                 |                 | 95.6            |                 |                  |  | 12,554.         |
|   | NicoleBurfeind                         | 67.50           |                 | 67.5            |                 |                  |  | 12,486.         |
| 1/13/2012   | pavrolending1/13/2012, paid1/27/2012   |                 |                 |                 |                 |                  |  | 12,486.         |
|   | CaitlinHeller                          |                 |                 | 67.5            |                 |                  |  | 12,419.         |
|   | SamathaPfister                         |                 |                 | 39.3            |                 |                  |  | 12,379.         |
|   | Theodore Grimm                         |                 |                 | 112.5           |                 |                  |  | 12,267.         |
| 1/27/2012   | Pavrolending1/27/2012, paid2/10/2012   |                 |                 |                 |                 |                  |  | 12,267.         |
|   | CaitlinHeller                          |                 |                 | 31.8            |                 |                  |  | 12,235.         |
|   | SamathaPfister                         |                 |                 | 91.8            |                 |                  |  | 12,143.         |
|   | Theodore Grimm                         |                 |                 | 112.5           |                 |                  |  | 12,031.         |
| 2/10/2012   | Pavrolending2/10/2012, paid2/24/2012   |                 |                 |                 |                 |                  |  | 12,031.         |
|   | SamathaPfister                         |                 |                 | 99.3            |                 |                  |  | 11,931.         |
|   | Theodore Grimm                         |                 |                 | 45.0            |                 |                  |  | 11,886.         |
|   | NicoleBurfeind                         | 168.76          |                 | 168.7           |                 |                  |  | 11,717.         |
| 2/10/2012   | Pavrolending2/24/2012, paid3/9/2012    |                 |                 |                 |                 |                  |  | 11,717.         |
|   | SamathaPfister-134287                  |                 |                 | 65.6            |                 |                  |  | 11,652.         |
|   | Theodore Grimm-135617                  |                 |                 | 138.7           |                 |                  |  | 11,513.         |
|   | NicoleBurfeind-134491                  | 75.00           |                 | 75.0            |                 |                  |  | 11,438.         |
| 3/9/2012  | pavrolending3/9/2012,paid3/23/2012     |                 |                 |                 |                 |                  |  | 11,438.         |
|   | SamathaPfister-134287                  |                 |                 | 18.7            |                 |                  |  | 11,419.         |
|   | Theodore Grimm-135617                  |                 |                 | 112.5           |                 |                  |  | 11,307.         |
|   | NicoleBurfeind-134491                  | 90.00           |                 | 90.0            |                 |                  |  | 11,217.         |
| 3/23/2012   | Pavrolending3/23/2012, paid4/6/2012    |                 |                 |                 |                 |                  |  | 11,217.         |
|   | SamathaPfister-134287                  |                 |                 | 54.3            |                 |                  |  | 11,162.         |
|   | Theodore Grimm-135617                  |                 |                 | 60.0            |                 |                  |  | 11,102.         |
|   | NicoleBurfeind-134491                  |                 |                 | -               |                 |                  |  | 11,102.         |
| 4/6/2012  | Pavrolending4/6/2012,paid4/20/2012.    |                 |                 |                 |                 |                  |  | 11,102.         |
|   | SamathaPfister-134287                  |                 |                 | 165.0           |                 |                  |  | 10,937.         |
|   | Theodore Grimm-135617                  |                 |                 | 174.3           |                 |                  |  | 10,763.         |
|   | NicoleBurfeind-134491                  | 225.00          |                 | 225.0           |                 |                  |  | 10,538.         |
| 4/20/2012   | Pavrolending4/20/2012, paid5/4/2012    |                 |                 |                 |                 |                  |  | 10,538.         |
|   | SamathaPfister-134287                  |                 |                 | 148.1           |                 |                  |  | 10,390.         |
|   | Theodore Grimm-135617                  |                 |                 | 135.0           |                 |                  |  | 10,255.         |
|   | NicoleBurfeind-134491                  | 183.75          |                 | 183.7           |                 |                  |  | 10,071.         |
| 5/4/2012  | Pavrolending5/4/2012,paid5/18/2012     |                 |                 |                 |                 |                  |  | 10,071.         |
|   | SamathaPfister-134287                  |                 |                 | 73.1            |                 |                  |  | 9,998.8         |
|   | Theodore Grimm-135617                  |                 |                 | 95.6            |                 |                  |  | 9,902.8         |
|   | NicoleBurfeind-134491                  | 48.75           |                 | 48.7            |                 |                  |  | 9,854.1         |
|   |  |                 |                 | -               |                 |                  |  | 9,854.1         |
|   |  |                 |                 | -               |                 |                  |  | 9,854.1         |
|   |  |                 |                 | -               |                 |                  |  | 9,854.1         |
|   |  |                 |                 | -               |                 |                  |  | 9,854.1         |
|   |  |                 |                 | -               |                 |                  |  | 9,854.1         |
|   |  |                 |                 | -               |                 |                  |  | 9,854.1         |
|   |  |                 |                 | -               |                 |                  |  | 9,854.1         |
|   |  |                 |                 | -               |                 |                  |  | 9,854.1         |
| <b>Total Activity</b>   |  | <b>270.00</b>   | <b>1,284.40</b> | <b>2,591.46</b> | <b>4,145.86</b> | <b>14,000.00</b> |  | <b>9,854.14</b> |
| <b>Available Balances per Budget Category (encumbrances not included)</b> |  | <b>1,730.00</b> | <b>1,715.60</b> | <b>6,408.54</b> | <b>9,854.14</b> |                  |  |                 |

7. **Heather S. Feldhaus**, Chairperson and Associate Professor, Department of Sociology, Social Work, and Criminal Justice: Susquehanna Valley Field School.

Susquehanna Valley Field School

Summary Report

Summer 2011

1. What was your plan going into the grant?

The Susquehanna Valley Field School (SVFS) was designed to supplement traditional summer internships and individual research experiences by adding the opportunity for student researchers and tier faculty mentors to meet periodically with other student and faculty researchers as well as members of the regional community to learn about multiple methodologies and their application to regional issues. The Field School serves as a model of regional, multi-institutional higher-education research and service for undergraduate students and faculty. SVFS Goals:

- Generate student involvement in faculty-sponsored research focused on regional needs/issues
- Provide integrating seminars where students:
  - § learn how to report on their objectives and findings to an interdisciplinary group
  - § gain information and develop new perspectives on the implications of their research or its relationship to other regional issues
  - § increase their interest in careers in central PA
- Share university resources to help respond to needs in the Susquehanna Valley region.

2. What accomplishments were made on the project? What is its current status?

This summer the Field School hosted a total of five integrating seminars and co-hosted a research conference with the Geisinger Center for Health Research and Bucknell University. We had eight students working on Field School projects and two additional Bloomsburg University students who attended Field School events in order to learn more about the program. Twelve Bucknell students participated in at least one Field School event.

Our student participants this year were:

- Shannon Bilder and Nick Telepak who designed and implemented an archaeology summer field camp in collaboration with BU's Quest program and under the direction of Dr. Susan Dauria from the Department of Anthropology.
- Brock Saylor who conducted a campus-wide tree census using GPS technology and i-Tree software to conduct an analysis of the benefits of trees in this setting under the direction of Dr. Jeffrey Brunskill from the Department of Geography and Geosciences.
- Brandon Vinson who worked with multiple community groups to explore the feasibility of establishing a backpack feeding program for youth in our region. He used existing literature to identify peer programs and best practices and then used interviews and participant observation in existing settings within our area to determine appropriate placement for such a program here in our region. Brandon was mentored by Mr. Tim Pelton from the SOVLE office and Dr. Heather Feldhaus from the Department of Sociology, Social Work, and Criminal Justice.
- Eowna Young Harrison, Ryan Jarvis, Andrew MacMillan, and Maddison Meyers worked with the Bloomsburg Taskforce on Racial Equity to design and conduct a study of attitudes toward diversity and goals for the Taskforce among residents of the Bloomsburg community. They

reviewed existing literature on community efforts to increase acceptance of diversity, met with taskforce members, interviewed community members, conducted and analysis on their findings under the supervision of Dr. Heather Feldhaus from the Department of Sociology, Social Work, and Criminal Justice.

Our schedule of summer events was as follows:

- June 11 – Visit Bloomsburg University Archaeology Summer Camp Field Site. Were provided with an overview of the project, its development, and the opportunity to interact with the middle school participants as well as other staff. Seven students, two faculty, and one community partner attended.
- June 24 – Visit the Central Susquehanna Community Foundation in Berwick to hear Brian Auman of SEDA-COG talk about the Walkable Communities Project. Six students, two faculty, and one community partner attended.
- July 1 – Travel to Williamsport to work with a Bucknell Team collecting community survey data for the Williamsport Community Health Survey. Four Bloomsburg students, four Bucknell students, and three faculty attended.
- July 15 – Travel to Bucknell to present our own work and hear research briefs from Bucknell teams. Eight Bloomsburg students and three faculty attended as did seven Bucknell students and three of their faculty.
- July 29 – Seminar at Bloomsburg in the use and applications of GIS and GPS mapping technology. Four students and one faculty member attended.
- August 9 – Final Research Symposium at the Geisinger Center for Health Research. Nine Bloomsburg University and twenty-six Bucknell University students presented their work at the conference. Six Bloomsburg faculty and staff, five Bucknell faculty, and approximately 50 Geisinger staff also attended.

### 3. How was the grant money spent?

We spent \$186.25 on food for the summer events. We spent less than we anticipated because some of our community partners agreed to cover the costs of hosting some events.

We spent \$150 producing posters for the student's presentations at the Susquehanna Valley Undergraduate conference.

We did not spend any of the funds allocated for honorariums. All of our speakers ended up being local and declined the honorarium offer.

We did not spend any travel funds because faculty chose to driver personal vehicles and not bill the university for those miles as a service to the program and as a convenience. We did complete proper Field Trip and insurance paperwork when appropriate.

### 4. What were the highlights of the project and what difficulties did you encounter?

We were very pleased with all of the events this summer, but were particularly excited that the final research symposium went so well. Our students presented high quality work and received very good feedback from our own faculty as well as community members, faculty from Bucknell, and researchers from Geisinger's Center for Health Research. The conference organizers were so

pleased with the event that Geisinger immediately asked if we would do it again next year and began planning ways to expand it to include more schools and more Geisinger personnel. We also made contacts at the event that have led to further collaboration with Geisinger researchers on projects that promise to provide important opportunities for student and faculty researchers.

We use entrance and exit surveys to assess student experiences with the field school. While a sample of 8 is far too small to perform meaningful statistical analysis, we did find that all students felt that the program helped them become more aware of regional issues, helped them form relationships with other student researchers, made them feel more connected to their community, made them feel more confident working as a professional in their field, and provided them with a better experience than an internship alone would have. All report that they would participate again and would recommend the experience to friends. In terms of areas where we could improve, the students would like more meetings that include community partners but feel that the work load and student stipends associated with the field school are appropriate.

Our greatest challenge, as it has been each year since the program began, is faculty recruitment. Mentoring a student so intensively is a great undertaking and adding responsibilities associated with the Field School adds to a very busy summer. Our inability to offer faculty any kind of stipend or honorarium for their work makes it harder for us to recruit involved participants.

5. How were any students (graduate or undergraduates) put to productive work on the project?

As described above, they completed and presented individual projects and also had the opportunity to learn about research being conducted in other fields.

6. What do you see about the likelihood for continuation and/or long term sustainability of the program? What plans are being made to achieve that end?

This program existed for several years prior to this grant and we anticipate that it will continue. Each year we learn more about the best ways to achieve our goals and refine our methods accordingly.

7. **Timothy R. McConnell**, Professor and Chair, Department of Exercise Science: BUtiful Heart Cardiac Rehabilitation and BUBeFit Weight Loss and Maintenance Program.

Presidential Strategic Planning Grants

Grant Progress Report

Academic Year 2011 - 2012

Project Title: BUtiful Heart Cardiac Rehabilitation and BUBeFit Weight Loss and Maintenance Program

Grant Director: Timothy R, McConnell, Ph.D.

Department: Exercise Science





difficulties, and assuring client safety. This is an excellent experience similar to what they will experience in the professional arena.

6. What do you see about the likelihood for continuation and/or long term sustainability of the program? What plans are being made to achieve that end?

The Exercise Science department has allocated facilities, equipment, student work study hours, and faculty supervision to this program. The fiscal goal of the program is to cover operational costs. The educational goals are to provide an excellent practical experience for our students. The fee structure is based on a pay per semester basis, prorated for those who start mid-semester. Therefore, the structure is in place and the plan is to continue the program indefinitely.

8. **Philip Tucker**, Associate Professor, Exceptionality Programs: Children's Choice: A Literacy Initiative for our Region.

Project Title: Children's Choice: A Literacy Initiative for our Region

Submitted by: Dr. Philip Tucker, Exceptionality Programs

Noted below is a summary of progress on our grant over the past year:

1. What was your plan going into the grant?

Our plan was to address the University's Strategic Issue 4: Fostering and developing a strong sense of community. Specifically, we planned to address the following two action items:

1) Improve Town/Gown Initiative: Strengthen a commitment to diversity initiatives in the general public and within town governance: As a sponsor for this initiative, the university will be recognized for their role in contributing thousands of the most current and notable works in children's literature to regional school classrooms and libraries and helping to address the literacy needs of children from diverse backgrounds. The schools that are participating in this project represent the full range of diversity categories (i.e., Socio-economic, Race/Ethnicity, ESL, Exceptionalities, and Gender). The Bloomsburg University logo will be placed on the inside cover of each book. Teachers and students from participating schools will be reminded of the university's commitment to literacy each time they read the donated books. Since these books will stay at participating schools, future students will also be exposed to the quality books provided through this endeavor.

2) Strengthen connection with alumni: Promote alumni careers, activities and accomplishments with electronic and other media. The project personnel from participating schools are all Bloomsburg University graduates and alumni who will be adding to their professional development through this endeavor and who will be acknowledged for their accomplishments through press releases, a journal article and a national presentation.

2. What accomplishments were made on the project? What is its current status?

We have accomplished all of our goals for the project:

Beginning in September 2011, we inventoried, labeled, sorted and distributed 3200 books (for children in K-6 settings) published in 2011-12 to six elementary schools located in Hazleton and Lewisburg. Each book was labeled with a sticker that included the Bloomsburg University Carver Hall logo. The books were sorted into bins of approximately 30 books and rotated through the participating schools from September through February of the 2011-12 school year. The children voted on the books that they read and those votes were tallied along with votes from four other regions in the United States and a list of favorites was identified. All of the books that were distributed have been given to the participating schools. Additionally, an extra set of the approximately 700 main titles (along with extra copies) will be offered to the Bloomsburg town library, the university library and local private schools.

The community personnel for the project were all Bloomsburg University alumni: Jane Foderaro, Reading Specialist, Freeland Elementary School, Hazleton, PA; Wendy Yurkanin, Reading Specialist, Heights Terrace Elementary School, Hazleton, PA; Erin Morath, Reading Specialist, Kelly Elementary and Linntown Intermediate Schools, Lewisburg, PA; and Kevin Schadder from McAdoo-Kelayres Elementary School. Their work was noted on the Bloomsburg University website and in an article with the Bloomsburg University Magazine. The voting results from their schools became a part of a monograph published by the International Reading Association in April 2012.

3. How was the grant money spent?

Funding was spent on: 1) Printing: 25000 ballots that were used by the 2500 children participating in the project; 2) Office supplies: tote boxes, book covers and tape for the 3200 books; 3) Travel to and from Hazleton and Lewisburg school districts throughout the project and travel and conference fees for the national presentation and training session. As the closeout date for this grant is October 31, 2012, plans are to use the remaining money for the printing of additional ballots, tote boxes, and book deliveries of a new round of books to be delivered starting in July 2012.

Budget

| CATEGORIES / DESCRIPTION                            | REQUESTED | SPENT OPERATING EXPENSES |
|---|-----------|--------------------------|
| PRINTING (1) POSTAGE (2)                            | 470.00    | 252.00                   |
| OFFICE SUPPLIES (3)                                 | 1416.00   | 1246.00                  |
| TRAVEL CONFERENCE TRIP (4A)<br>& BOOK DELIVERY (4B) | 2317.00   | 2083.00                  |
| GRAND TOTAL:  | 4483.00   | 3581.00                  |

4. What were the highlights of the project and what difficulties did you encounter?

The project highlights included the large participation by area school children; 2500 children from the regional schools participated in the project and voted on their favorite books. A second highlight was the national presentation of the voting results and publication of the monograph identifying the top books of the year as voted on by our participants and those from four other

regions in the United States. Lastly, the Bloomsburg University logo is now on the cover of 2500 books shelved in regional school libraries and classrooms.

5. How were any students (graduate or undergraduates) put to productive work on the project?

Graduate assistants Dave Chalecki, Jesse Stradnick, and Alyssa Adams participated in the project, helping with inventorying, labeling, sorting, and transporting books. During the flood week (Fall 2011), two graduate students came in and helped with the major sorting of the 3200 books (photos were posted on the BU today page and the Bloomsburg University Magazine). One difficulty was a delay in some school participation due to the flood.

6. What do you see about the likelihood for continuation and/or long term sustainability of the program? What plans are being made to achieve that end?

Given our success over the past year, we have been asked to run the project for another year with some different schools in the region. We will receive approximately 4000 new books (worth \$80,000) published in 2012-13 for children in K-6 settings. The books will be provided for free. We will need to commit to presenting the voting results at a national conference in April 2013. As yet we do not have funding or a sponsor to honor our commitment to present on the results. If/when we find a sponsor; we will place their name and logo on the books that will go out to the partner schools. To this end we will seek funding from the university (one grant was denied so far) or seek funding from entities outside of the university who may be interested in supporting the project with approximately a \$3000 contribution.

9. **Jennifer A. Johnson**, Assistant Professor, Department of Psychology: University-wide Graduate Record Examination (GRE) Preparation Program.

Bloomsburg University of Pennsylvania  
Presidential Strategic Planning Grant: Final Report

Project Title: University-wide Graduate Record Examination (GRE) Preparation Program  
Project Coordinator: Jennifer A. Johnson, PhD (Assistant Professor, Department of Psychology)  
Completed in coordination with Undergraduate Teaching Assistants:  
Jessica Smith (Psychology) and Elizabeth Moore (Psychology)

1. What was your plan going into the grant?

The plan for the grant was to provide free and/or low-cost GRE preparation for all students, staff, and alumni of Bloomsburg University, as well as residents of the town of Bloomsburg to help said people achieve their personal, academic, and professional goals (Strategic Goal 1, Action Plan 1b). To achieve this, I planned to use the Presidential Strategic Planning Grant funds to (1) acquire GRE preparation materials for the use of those preparing for the GRE, (2) hire two undergraduate Teaching Assistants for the 2011 – 2012 academic year to offer study groups, office hours, and

practice tests, and (3) attend a GRE Test Preparation Workshop for Campus Educators to learn more about the GRE.

2. What accomplishments were made on the project? What is its current status?

All goals of the project were accomplished. I first purchased GRE preparation materials before the start of the fall 2011 semester. Those materials are available in McCormick 2155 for the entire campus community's use. I, with the help of my Teaching Assistants, also prepared GRE handouts with tips and practice questions that were made available to anyone who attended the GRE study groups.

The Teaching Assistants held 10 weeks of GRE study group sessions and office hours in the fall and spring semesters. They also held two Saturday practice exams each semester during which students, staff, alumni, and those from the community could take a computerized GRE practice exam for \$10. The \$10 fee will be used to sustain the University-wide GRE Preparation Program in future years (e.g., to pay Teaching Assistants and purchase new GRE materials).

Overall, the GRE program was well attended with 87 total participants in the fall of 2011 (68 female and 19 male), and 67 total participants in the spring of 2012 (53 female and 14 male). The higher attendance in the fall is likely a result of most undergraduate seniors taking the GRE in the fall of their senior year. Of the 154 students who attended, 138 were undergraduates (from all four colleges), two were graduate students, six were alumni, one was staff, one was a staff member's spouse, one was a student spouse, and five were town residents. This demonstrates the broad range of people the program served both on- and off-campus.

Also, in the fall of 2011, I attended the GRE Test Preparation Workshop for Campus Educators run by the Educational Testing Service (ETS), where I learned a tremendous amount of helpful information about the GRE that informed my decisions about the direction of the University-wide GRE Preparation Program. I shared the information I learned about the GRE with faculty and staff during three separate TALE seminars during the fall and spring semesters.

3. How was the grant money spent? (A brief itemized list is okay.)

| Purpose                                      | Proposed Cost | Actual Cost |
|--|---------------|-------------|
| GRE materials<br>(e.g., books, photocopying) | \$500         | \$403.98    |
| Teaching Assistant wages                     | \$1972        | \$1515.26   |
| Travel to GRE workshop                       | \$1000        | \$607.86    |
| Total  | \$3472        | \$2527.10   |

4. What were the highlights of the project and what difficulties did you encounter?

The University-wide GRE Preparation Program, supported by a Presidential Strategic Plan grant, benefitted many people, both on- and off-campus. One obvious highlight was being afforded the chance to help GRE program participants reach their personal, academic, and professional goals. We collected some pre- and post-test score information from participants and will analyze the results this summer to help determine the effectiveness of the program. Anecdotal evidence suggests that many participants found the program to be extremely helpful, particularly the computerized practice tests and study tips given during study groups.

The undergraduate Teaching Assistants who conducted the study groups and office hours gained invaluable experience helping to create the program, conduct the program, and create a database of information collected from program participants. Both Teaching Assistants hope to build careers in the field of academia, and being part of this program helped them understand the process of creating an academic co-curricular program.

Personally, I found this project very fulfilling. I met many new students and faculty through the project. At one TALE seminar that I conducted about the GRE program, Michael Coffta (Library

Instruction Coordinator) attended. He was interested in the project, and unprompted by me, he created a website about the GRE and the on-campus GRE program (<http://guides.library.bloomu.edu/gre>). This was an exciting and unexpected outcome of the project.

I encountered only a few technical difficulties when conducting this project. The paperwork required for hiring the Teaching Assistants was misplaced by the Student Employment Office and had to be resent, which delayed the hiring of the Teaching Assistants. Also, trying to set up the computerized practice GRE in a computer lab on campus was at times difficult due to the lack of availability of computer labs on some weekends (e.g., freshmen placement tests) and the requirement of an administration password to run the program. Finally, contacting all students through e-mail was initially difficult, but the details were worked out. Overall, many of these logistical details were worked out by the spring semester, and I learned much from them.

5. How were any students (graduate or undergraduates) put to productive work on the project? Two undergraduate Teaching Assistants, Jessica Smith and Elizabeth Moore from the Psychology Department, played pivotal roles in the success of the program, as they conducted study groups, office hours, and the GRE practice tests.

6. What do you see about the likelihood for continuation and/or long term sustainability of the program? What plans are being made to achieve that end?

The University-wide GRE Preparation Program will continue in the 2012-2013 academic year with funds raised from the computerized GRE practice test (about \$1000). I have chosen two undergraduate Teaching Assistants to continue to provide study groups and office hours. Both of the students were participants in the GRE program this past year, so they should be well prepared to run the program next year. A change we will make next year, based on our experiences this year, will be to offer the entire program for a \$20 fee. The \$20 fee will give participants the opportunity to first complete a computerized GRE pre-test, followed by 8 weeks of GRE preparation study groups with free handouts, and ending with a computerized GRE post-test. After paying the nominal fee, the participants will be welcome to attend any or all of the provided services. Any student unable to pay the \$20 fee for financial reasons will not be denied the program.

10. **Susan R. Dauria**, Professor of Anthropology: The Bloomsburg University Summer Educational Anthropology/Archaeology Camp Program.

Presidential Strategic Planning Grants

Project Title: The Bloomsburg University Summer Educational Anthropology/Archaeology Camp Program: Sponsored by Quest, Bloomsburg Middle School, Bloomsburg University, and the Town of Bloomsburg.

Strategic Issue(s) directly addressed: [refer to IMPACT 2015]

The strategic Goal #4, for Impact 2015 --“As a member of Bloomsburg University’s campus community, each student and employee is part of the larger community that encompasses the Town of Bloomsburg, the region, the commonwealth and beyond,” was the inspiration for this program.

Targeted Strategic Action Plan(s) [refer to IMPACT 2015]

The two aspects of *Impact 2015* that the project will encourage are:

-“Improve town/gown relations.” (*Impact 2015*. Strategic Goal #4)

-“Increase student engagement with the university and community.”(*Impact 2015*. Strategic Goal #4)

1. What was your plan going into the grant? The plan was to create an educational anthropology/archaeological camp program using land owned by the town of Bloomsburg. The purpose of the project was to involve college students in the preparation, planning, and execution of an archaeological and anthropological learning program for middle and high school students. It was also intended to show middle school and high school students how to do archaeological fieldwork, cultural resource management, and anthropological analysis.

2. What accomplishments were made on the project? What is its current status? The educational camp program was undertaken during the month of June 2011. The project investigated how archaeology can be a learning tool for middle school and high school students. Both the secondary and undergraduate students learned about archaeology and anthropology through hands-on experience. The camp/field-school lasted several weeks and involved the application of archaeological techniques, as well as lab and classroom research. The locations for the camp included an archaeological site along Fishing Creek/ Fort McClure Boulevard in Bloomsburg; the Bloomsburg Middle School and High School; the BU Anthropology Department; and the BU Quest outdoor-education areas. The camp included college students who worked with the children from the Bloomsburg Area School District and were brought to the site each morning Quest vehicles. The camp offered a Quest Summer Experience, which included other outdoor activities.

3. How was the grant money spent? (A brief itemized list is okay.) Approximately \$1000.00 dollars was paid to student-interns as financial compensation and \$800.00 dollars was used to purchase, equipment (shifting screens, shovels, construction tape, flags, Ziploc bags, markers, and tape-measures).

4. What were the highlights of the project and what difficulties did you encounter? The Press Enterprise published a wonderful article showing the kids digging as well as photos of the artifacts that were recovered. There was also a BU TV YouTube video made – so there was some wonderful publicity. The program went extremely well. There were only three difficulties; one was that not many artifacts were recovered so it was sometimes frustrating for the children. The second difficulty was that Quest had to provide additional liability insurance through Worldwide Outfitters and Guides Association, to cover the school children so the town would allow excavation on their property. The University students and faculty were covered under regular university insurance (for internships). The third difficulty, was that as a faculty member I had to agree to prepare the appropriate professional documentation with regards to any artifacts and archeological sites identified. Given the nature of this educational program, the appropriate documentation was limited to submittal of an archeological site form to PHMC. This meant that the University would not keep possession of the artifacts recovered from the Streater Recreation Complex. This was agreed to, but doesn't allow for further artifact analysis which would be a good learning experience for BU students.

5. How were any students (graduate or undergraduates) put to productive work on the project? There were three undergraduate students who worked on the project and two of them have used their experience to get employment.

6. What do you see about the likelihood for continuation and/or long term sustainability of the program? What plans are being made to achieve that end? The program will run again this summer during the month of July and now has BU URSCA funding for students, which will provide continued support. I have also had approval from the town of Bloomsburg to continue archaeological excavation on the land along the Susquehanna River and fishing creek. The town has made a prolonged commitment to the project. Quest has also committed to continuing the program and this summer (2012) the camp is overenrolled and has a waiting list.

11. **Thomas J. Starmack**, Assistant Professor, Educational Studies and Secondary Education:  
Bloomsburg University Study Council.

Presidential Strategic Planning Grant End of the Year Report

BU Study Council: Submitted by Dr. Thomas J. Starmack, Ed. D.

1. What was your plan going into the grant?

The plan was to create the Bloomsburg University Study Council comprised of regional school districts and businesses for the purpose of ongoing, authentic, job-embedded professional development, networking, and researching of best practices in the areas of leadership, curriculum, instruction, and assessment to enhance student achievement.

2. What accomplishments were made on the project? What is its current status?

The Proposal called for a steering committee to be developed to meet and outline the first year of the program, solicit participation from regional districts, and then begin with professional development activities. The steering committee was established and met on various occasions. However, with the economic cuts the K-12 districts have faced the past two years; much of the professional development monies have been cut from their budgets. Thus, there was not enough of a financial commitment from the regional K-12 districts to participate in the Study Council. Conceptually, most all of the 26 regional districts are supportive of the Study Council. The current status of the grant is the steering committee is no longer meeting. The last meeting was held in April 2012 with the recommendation from the committee to reconvene in about a year to attempt to move forward with the project.

3. How was the grant money spent? (A brief itemized list is okay.)

No monies were spent.

4. What were the highlights of the project and what difficulties did you encounter?

The highlights were the enthusiasm of the regional superintendents and members of the steering committee about the idea and possibilities. The major and only difficulty was securing commitment from districts due to the budgetary crisis, causing the project to never move forward.

5. How were any students (graduate or undergraduates) put to productive work on the project?

Graduate students were members of the steering committee and would be involved in the professional development and research activities if the program would move to implementation.

6. What do you see about the likelihood for continuation and/or long term sustainability of the program? What plans are being made to achieve that end?

The likelihood is not good with the current PA budgetary situation. I am requesting the monies for the project either: A) be held for another year to see where the budgetary situation in PA is or B) returned to the Grant Pool for other participants.

12. **Helmut Doll**, Professor, Instructional Technology: Crafting the Future of Distance Learning through Mobile Devices.

“CRAFTING THE FUTURE OF DISTANCE LEARNING THROUGH MOBILE DEVICES”  
Bloomsburg University Presidential Strategic Planning - 2011-2012

1. What was your plan going into the grant?

With this grant I wanted to start a mobile learning track in the department of Instructional Technology and develop mobile apps for educational needs.

2. What accomplishments were made on the project? What is its current status?

Last Fall I taught the course ‘Advanced Authoring for Mobile Devices’ with 22 students who wanted to learn how to build apps for mobile devices. The grant allowed me to provide a tablet device to each of them for the semester. They used the tablets to learn about mobile apps and to continually test their projects. Especially with the new touch interactions that are used on phones and tablets constant testing of the usability is critical. The excitement of the students to work with such cutting edge technology found an expression in the amazing applications they created: An application that allowed drawing by touch, and mobile applications for soccer and wrestling coaches are just a few examples of their work.

The students also started to look at other - existing - applications that will be useful to develop mLearning and we were able to purchase several software applications that we have begun to use and will use in the development of mLearning content. I am currently working with faculty in Exercise Science and in Geography on the development of apps that will be used in their courses. In the spring the hardware and software from the grant allowed the faculty in the department to offer an online workshop in mLearning. Corporations from all over the country enrolled their employees in our workshop, which was a huge success. This grant allowed the Department of Instructional Technology to be on the forefront of mLearning and we will continue our effort this



fall by taking our proposal for a new mLearning track in our program before the curriculum committees.

3. How was the grant money spent? (A brief itemized list is okay.)

|           |                            |           |  |
|-----------|----------------------------|-----------|--|
| 9/16/2011 | Samsung Galaxy tablet      | 4,999     | Mobiletabletsusedbystudentsin576 class   |
| 9/19/2011 | AppleiPad2                 | 499.00    | iPad used for testing mobile apps  |
| 2/29/2012 | ANSCA mobile               | 349       | Software used to develop mobile apps   |
| 3/15/2012 | RapidIntakeLearning Studio | 1,209.5   | Software used to develop mobile instructional apps   |
| 5/2012    | Samsung GalaxyTab 2        | \$498     | Smaller tablet used for testing  |
| 5/23/12   | Articulate Storyline       | \$3774.60 | Software to develop mobile training. One of the most anticipated releases of instructional software in a long time |
| 5/23/12   | ColdFusionServer 10        | \$295.18  | Server software to deliver mobile web content  |

4. What were the highlights of the project and what difficulties did you encounter?

The work of the students in the mobile authoring class and the success of the mLearning workshop we offered were the most exciting aspects of the project. This shows that our efforts in this area are necessary and well-timed. The software and hardware industry is struggling to keep up with the pace of change in this field. There are not many good software programs available that can be used to create mLearning. One of the most expected releases - Articulate Storyline - was delayed for almost half a year. Our plans to use it earlier in the project had to be changed.

5. How were any students (graduate or undergraduates) put to productive work on the project?

The mLearning track was the main focus of the project. The graduate students in the course created mobile apps. In addition, graduate students are currently working with me on a mobile app for the Department of Instructional Technology.

6. What do you see about the likelihood for continuation and/or long term sustainability of the program? What plans are being made to achieve that end?

The grant allowed us to start our efforts in mLearning, but this is definitely a continuing project. The success of the workshop showed that we can also use this area to generate income for the university from new sources. Listed below are several directions for the future:

a. In the fall semester we will present the mLearning track to the curriculum committees on campus. This will include new courses and improve the job opportunities for our students.

- b. Apps for the department and for several other projects are in development and will be continued.
- c. Another possible direction that I am exploring is an interdisciplinary undergraduate minor in mobile technologies: The mobile industry is in need of people with good writing skills, graphics talent, and communication expertise and/or technology background. The addition of knowledge in this rapidly growing field could enhance the job outlook for our students in several other areas.

13. **Mary Katherine Waibel-Duncan**, Professor, Psychology: Toy Library Virtual Center of Excellence. \$10,951.



**BU Toy Library:  
Virtual Center of Excellence**

**Respectfully prepared and submitted by**

**Mary Katherine Duncan, Ph.D.**  
Professor of Psychology

**and**

**Sheila Dove Jones, Ed.D., MSIT**  
Interim Director, Office of Planning and Assessment

**What was your plan going into the grant?**

The proposed BU Toy Library Virtual Center of Excellence promised to offer a state-of-the-art online forum for sharing theories, research, resources, and best practice standards for promoting physical and psychological health through literacy and play. In addition, the BU Toy Library Virtual Center of Excellence promised to offer a forum for showcasing the BU Toy Library as a model campus-based community resource for other colleges and universities in the Commonwealth. Through several action steps and various assessment strategies, the BU Toy Library Virtual Center of Excellence has advanced the University's Strategic Issue #1: Enhancing Academic Excellence and Strategic Issue #4: Fostering and Developing a Strong Sense of Community.

**What accomplishments were made on the project? What is its current status?**

**Strategic Issue #1: Enhancing Academic Excellence**

**Create a learning environment for personal and professional success**

Students enrolled in several lower-division and upper-division courses in the Departments of Psychology and Special Education have participated in experiential learning activities using the

resources and/or creating permanent resources for the **BU Toy Library Virtual Center of Excellence**.

With funding from a Cherokee Pharmaceuticals Community Grant, the BU Toy Library purchased four laptop computers to support an advanced psychology majors' Adult Computer Literacy project. This project supplements the student's Psychology Practicum experience with the Area Agency on Aging. The **BU Toy Library Virtual Center of Excellence's** ability to showcase the good work of the BU Toy Library was instrumental in securing funding through the competitive grant process.

**Provide professional development and scholarship opportunities for university personnel**

An interdisciplinary faculty workgroup completed a BU Toy Library literacy initiative entitled "Diversity and Kinship Literacy Play." This project, funded by a 2011-2012 Margin of Excellence Award, will be posted to the **BU Toy Library Virtual Center of Excellence**.

An interdisciplinary workgroup of faculty and community professionals is completing a series of online Play-to-Learn tutorials that focus on the six early literacy skills of letter knowledge, print motivation, print awareness, vocabulary, narration, and phonological awareness. These tutorials are being field tested and will be posted to the **BU Toy Library Virtual Center of Excellence** during the summer 2012.

Faculty and student members of the National Honor Society of Phi Kappa Phi (Chapter 202) formed a workgroup to complete the Alphabet Literacy Play project which has been posted to the **BU Toy Library Virtual Center of Excellence**. This project was funded through one of only fourteen 2011-2012 Literacy Awards granted by Phi Kappa Phi.

An independent faculty project, Vocabulary Literacy Play (funded by a 2012 College of Liberal Arts Faculty Enhancement Award), is in progress and will be posted to the **BU Toy Library Virtual Center of Excellence** during the Summer 2012.

An independent faculty project, Print Motivation Literacy Play (funded by the Jones Center for Special Education Excellence), is in progress and will be posted to the **BU Toy Library Virtual Center of Excellence** during the Summer 2012.

An independent faculty project, BU Bibliotek (funded by a 2011 TALE Teacher Scholar Award), has been completed and is posted on the **BU Toy Library Virtual Center of Excellence**. It's posting has facilitated the promotion of acceptance and understanding of diverse populations (e.g., individuals who are affected by the physical, cognitive, social, and emotional sequelae of traumatic events) through presentations locally and nationally (e.g., American Professional Society on the Abuse of Children).

Through on-campus presentations at the Health Sciences Symposium (April 2011, 2012), Literacy and Learning conference (May 2011, May 2012), and Jones Center for Special Education Excellence Summer Institute (Summer 2011, 2012) the literacy and play resources of the BU Toy Library and the **BU Toy Library Virtual Center of Excellence** are shared with students, faculty, parents, community professionals, and paraprofessionals.

An independent faculty project, Educational Materials to Enhance Tutoring and Teaching Experiences (funded by a 2012 TALE Teacher-Scholar Award), is in progress. Educational Math and Reading kits

will assist students in the Early Childhood and Adolescent Education Department with tutoring, student teaching activities and classroom teaching demonstrations. Descriptions of and the availability of these kits will be posted on the **BU Toy Library Virtual Center of Excellence**.

### **Integrate diversity in the learning environment**

Class presentations on the resources of the **BU Toy Library Virtual Center of Excellence** have been given for the Department of Psychology, the Department of Early Education, and the Department of Speech Pathology. During these presentations, several BU Toy Library initiatives have been highlighted as examples of how literacy and play resources can support and expand undergraduate and graduate students' interactions with individuals of all developmental ages and abilities.

All of the above-mentioned initiatives focus on cultivating greater sensitivity and responsiveness to individuals who demonstrate various aspects of diversity. All of the initiatives have been integrated into some lower-division and upper-division undergraduate courses in the Department of Psychology (as noted above), presented at local and regional conferences, or profiled in national or international publications. All of the initiatives have resulted in guidebooks, tutorials, or other permanent resources that have been (or will soon be) posted online in order to support and expand interactions among individuals of all developmental ages, abilities, and cultural backgrounds.

### **Strategic Issue #4: Fostering and Developing a Strong Sense of Community**

#### **Communicate effectively among all stakeholders**

Through the vehicle of the **BU Toy Library Virtual Center of Excellence**, biannual newsletters are posted online. The BU Toy Library Virtual Center of Excellence also provides a forum for posting a 'Ways to Help' webpage and an email address ([butoylibrary@bloomu.edu](mailto:butoylibrary@bloomu.edu)) to secure feedback regarding the use and usefulness of the BU Toy Library.

#### **Improve town-gown relations**

Through the **BU Toy Library Virtual Center of Excellence**, *Y.O.O. Rock Columbia County II: Youth Outreach Opportunities for Families, Children, and Youth* is reaching the broadest audience of families, children, and youth and serving as a model for other counties across the state and country. An article on the development of the original *Y.O.O. Rock* guide is in press in *the Journal of Child and Adolescent Psychiatric Nursing*. The second edition of *Y.O.O. Rock* guide has been presented at the Undergraduate Research Conference at the Capitol (Harrisburg, PA) where it was well-received by state officials. Duplication of the updated and revised guide has been funded through a Berwick Health and Wellness Fund grant (Central Susquehanna Community Foundation).

#### **Increase student engagement with the university and community**

Through the **BU Toy Library Virtual Center of Excellence**, the BU Toy Library was able to assist two local preschools that were devastated by the September 2011 flood. Head Start of Columbia County and Magic Carpet visited our website and requested to borrow hundreds of literacy and play resources for use in their temporary location at the Wesley United Methodist Church. Through the **BU Toy Library Virtual Center of Excellence**, the BU Toy Library coordinated an online fundraising campaign to help refurbish and restore the literacy and play of the affected preschools.

The **BU Toy Library Virtual Center of Excellence** had informed faculty, staff, students about the resources available at the BU Toy Library to support their service learning activities and community outreach projects. See the BU Toy Library newsletter for examples of students' good work.

**How was the grant money spent?**

This project was awarded \$10,950.64. Kindly note that most of the monies (\$7244,64) have not yet been spent as our original grant included a timeline of activities from June 1, 2011 through August 31, 2012. To date, the following monies have been spent:

|                    | <b>Awarded</b>     | <b>Spent</b>     | <b>Remaining</b> |
|--------------------|--------------------|------------------|------------------|
| Student wages      | \$3586.00          | \$1365.85        | \$2220.15        |
| Tuition waiver     | \$7244.64          | \$2496.00        | \$4748.64        |
| Operating expenses | \$ 120.00          | \$ 0 00          | \$ 120.00        |
| <b>TOTAL</b>       | <b>\$10,950.64</b> | <b>\$3861.85</b> | <b>\$7088.79</b> |

**What were the highlights of the project and what difficulties did you encounter?**

The highlights of the project have been listed above in response to Question #2. The only challenge that we encountered was easily resolved. Our MIT graduate assistant secured full-time paid internship through the IIT Department for the Spring 2012 semester. Accordingly, he was unable to receive payment through the Presidential Strategic Planning Grant. With the Provost's permission (signed letter dated 1/30/12), Mr. Marcus Valeriano will be employed as a full-time co-op intern beginning May 19, 2012. Over the next 4 to 6 weeks, he will complete work on the BU Toy Library Virtual Center of Excellence.

**How were any students put to productive work on the project?**

Kindly see the response to Question #2.

**What is the likelihood for continuation and/or long-term sustainability of the program?**

The BU Toy Library Virtual Center of Excellence is a self-sustaining and permanent resource of the University and broader community.

**The Path Forward**

This report documents the significant progress made during the first two years of plan implementation on the Top 12 Priority Action Items, as well as the excellent work done by faculty and staff on the Presidential Strategic Planning Grants.

As the strategic plan is a living document, the 2012-2013 academic year will continue with measurement and identification of new and/or revised goals and action steps that continue to ensure Bloomsburg University follows its Mission, Value and Vision Statements.